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VOCATIONAL AGRICULTURAL EDUCATION



ISSUED BY THE
**STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION**
RALEIGH, NORTH CAROLINA



VOCATIONAL AGRICULTURAL EDUCATION
IN
NORTH CAROLINA PUBLIC SCHOOLS

A STATEMENT OF OBJECTIVES, POLICIES,
REQUIREMENTS AND RESPONSIBILITIES
PREPARED BY STATE SUPERVISORS OF
VOCATIONAL AGRICULTURE FOR SUPER-
INTENDENTS, PRINCIPALS, SUPERVISORS
AND TEACHERS.

STATE DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION OF VOCATIONAL EDUCATION
RALEIGH, NORTH CAROLINA

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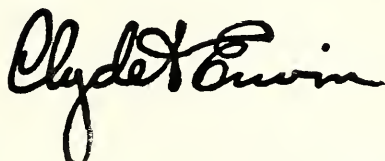
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FOREWORD

Vocational Agricultural Education is recognized as an important phase of our total education program. Especially is this true for the large number of rural youth who plan to be the farmers of tomorrow. North Carolina is a rural State, with agriculture an important factor in its economy. Agricultural Education will continue to be essential to the further development of this State.

This statement of objectives, principles, and policies will provide the better understanding of this program which school officials have wanted. By making this bulletin available to superintendents, principals, teachers, and supervisors, so that all parties concerned can be informed about the program objectives, the service to the pupils and to the occupation will become more effective.

I want to commend the members of the Agriculture staff for making available this clear-cut statement of policies.



State Superintendent of Public Instruction.

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PREFACE

For some time we have felt the need for a clarification of the objectives and information about the Vocational Agriculture program in the rural high schools of North Carolina.

On the following pages, we have attempted to set forth some of the major functions and purposes of this program, requirements to be met, in order to obtain the most effective program in Vocational Agriculture.

The material in the bulletin was prepared by the members of the supervisory and teacher training staffs in Vocational Agriculture, with the hope that it will prove helpful to superintendents, principals, teachers and others interested in administering and promoting the best possible program in Vocational Agriculture in their schools and communities.

A. L. TEACHEY, *State Supervisor*
Vocational Agriculture Education

J. WARREN SMITH, *State Director*
Vocational Education

Vocational Agricultural Education In North Carolina Public Schools

OBJECTIVES, POLICIES, REQUIREMENTS AND RESPONSIBILITIES—INFORMATION FOR SUPERINTENDENTS, PRINCIPALS, SUPERVISORS AND TEACHERS

Objectives

Vocational Agriculture is recognized and developed as a definite part of the total program of public secondary education in North Carolina. The teacher of Vocational Agriculture is a county or city employee elected by the same officials that employ all other teachers in the school system. Before a teacher is elected his qualifications should be checked by the State Supervisor of Agricultural Education. He works under the local school principal, who is recognized as the head of the school, and he is subject to all regulations set up to govern members of the school faculty. Therefore, any statement of the objectives of Vocational Agriculture must be in harmony with and support the general objectives and philosophy of the whole public school program.

The supervisory staff in Agricultural Education and teachers of Vocational Agriculture in North Carolina subscribe to the following aims of education:

1. "To develop the individuality as completely as possible. . .
2. "To promote personal-group relationships with emphasis upon home and family life as fundamental to the individual's growth and to the public welfare. . . .
3. "To make individuals and groups responsive to the needs of other individuals and groups, of communities, of governments, and of other desirable social agencies. . . .
4. "To train *present* and *prospective* workers for proficiency in their respective fields. . . ."

The workers in Vocational Agriculture feel that all educational workers should be concerned with the attainment of the first three aims. Furthermore, they regard the attainment of the fourth aim a responsibility peculiar to teachers of Vocational

¹ From: Educational Objectives in Vocational Agriculture, Federal Security Agency, U. S. Office of Education, Voc. Div. Monograph No. 21, 1940.

Agriculture in training *present* and *prospective* farmers for proficiency in farming.

The attainment of the fourth aim involves an instructional program of sufficient scope for the student to develop effective abilities in farming. Such a program calls for instruction to be given in the classroom, the laboratory, the school farm shop, and on the *home farms* of the students enrolled. Herein lies the chief difference in teaching Vocational Agriculture and some of the other secondary school subjects.

The more specific objectives of a program of Vocational Agriculture are to enable each student to:

1. *Make a beginning and advance in farming.*

A number of abilities are required for an individual to get started in farming. Farm boys in high school and out-of-school groups enrolled in the Vocational Agriculture classes participate and engage in a wide variety of farming activities. The individual must start at the level of his opportunity.

A well planned educational program should provide the individual with the opportunity to make an intelligent analysis of his present status and enable him to recognize the improvements necessary for his advancement. Instruction planned around the problems and improvements necessary for his advancement from one level to another is essential to such a program.

The supervised farming activities conducted on the home farms of all students should provide for the beginning and development of improvements toward advancement and serve as the core of instruction.

2. *Produce farm commodities efficiently.*

The efficient production of farm commodities is one of the major activities of the farmer. Selecting the enterprises, determining the grade, quality and quantity to meet home and market demands are important problems. The individual must develop a wide variety of skills with respect to reliable and latest approved production practices in specific enterprises to have the ability to produce efficiently.

3. *Market farm products advantageously.*

The constant changes in agricultural markets, marketing practices, transportation, processing, storing; local, national and world supply and demand of agricultural products make up a very complex problem for the beginning farmers or indeed the

most experienced farmer and marketing specialist. However, certain specific abilities, such as grading, storing, farm processing, and correlating production to probable market demand are local problems of the individual farmer. Developing the individual's ability to cope with such problems is an essential objective.

4. *Manage a farm business.*

To co-ordinate the individual crop and livestock enterprises and the various other farm activities to the farm business as a whole is a major farm problem. The ability to produce efficiently is only one success factor of the farm business. Unless the individual develops the ability to organize and co-ordinate the different enterprises into an efficient working whole, his advancement and progress will necessarily be limited.

The increased mechanization of farming, the changing types and kinds of machinery, coupled with the problem of servicing and maintenance, electrification, and other farm improvements and conveniences require new skills and new knowledge of farm financing. Other significant changes in agriculture, including changes in transportation facilities, marketing practices, demand for farm products, and certain developments in national and world relationships affect agriculture. The successful farmer must have the ability to understand and determine the effect such changes may have on his farm business and to make the necessary adjustments in organization and management to meet these changes.

5. *Conserve soil and other natural resources.*

Any loss of natural resources on farms is a loss to the individual farmer, to the county, state and to the national welfare. There is perhaps no other farm problem where there is a greater need for understanding and ability than in the conservation of the farmer's soil, water, wildlife and forests. Developing the understanding and ability to follow efficient practices that will conserve these natural resources is a sound educational program for all groups and especially for the farmer whose continued progress depends directly on an intelligent conservation program. Conservation of these resources is definitely related to efficient production practices and management of the total farm business. Soil depletion results in declines in farm yields, causes deficiencies in plant nutrients, and increases crop failures. The farmer must have the ability to maintain these natural resources

if he is to advance in farming and thereby improve his standard of living.

6. *To maintain a favorable environment.*

Farmers desire a favorable social and economic environment. The attitude of the farmer towards farm life depends largely on his ability to farm profitably. The problem of maintaining a desirable and comfortable place in which to live is directly related to the individual's ability to operate the farm efficiently.

The necessities for adequate clothing, housing, a balanced diet for the family, and a desirable share in community social and civic responsibilities must come from the earnings of the farm.

Certain agricultural problems require effort beyond individual action. Ability to cooperate for the community good is a worthy objective. As our society becomes more complex, there is an increasing need for individuals of the local farm community to work together for the good of all groups, especially on the larger problems affecting agriculture. The ability to understand and to influence certain of the larger community, state, national and world relationships affecting agriculture is essential for the successful farmer.

HOW VOCATIONAL AGRICULTURE IS FINANCED

The Smith-Hughes Law, passed by Congress in 1917, and The George-Barden Act of 1945 provides Federal funds to support Vocational Education in the several states. In North Carolina the General Assembly, by special appropriation, provides State funds for Vocational Education. Local school units, city or county, set up special funds to pay a part of the teacher's salary, to provide housing, equipment, and supplies for the vocational department, and to furnish a monthly travel allowance for the teacher. Thus, the financing of a department of Vocational Agriculture is shared by three governmental units, namely: the Federal Government, the State, and the local school unit.

Minimum Federal Requirements

It is significant to note that despite the fact that Federal funds pay for a considerable part of the Vocational Program, there has never been any disposition on the part of the Federal Government to dominate the program or to dictate its policies.

The U. S. Office of Education, in setting up policies to govern the use of Federal funds for Vocational Agriculture, indicates

only three basic requirements, all of which are fundamentally sound in a vocational program. These are:

1. Six months of each calendar year must be devoted to a supervised farming program by each student enrolled. By this limitation, only students who can have a supervised farming program, should be allowed to enroll for Vocational Agriculture.
2. The number of hours per week devoted to Vocational Agriculture during the school year is indicated, but school administrators have a wide choice of schedules in meeting the time requirement.
3. The teacher of Vocational Agriculture must teach within his field, or his salary must be prorated. The teacher has varied and rather complex duties and responsibilities. If he has time to devote to fields other than his own, perhaps there is no place for Vocational Agriculture in that particular school.

HOW TEACHERS ARE ALLOTTED

In general, teachers are allotted wherever there is a vocational need in agriculture to be met, which would justify employing a full-time teacher. However, in order that limited funds may serve the greatest number of students, it is suggested that consideration be given first to high schools having a combined enrollment, boys and girls, of at least one hundred students. There should be a sufficient number of boys enrolled in the school from farm homes to maintain an enrollment in Vocational Agriculture of thirty or more.

More Than One Teacher May Be Allotted To A School

On the basis of need, and this need will be determined by local school administrators and by members of the supervisory staff in Agricultural Education through careful surveys and analysis, more than one teacher of Vocational Agriculture may be allotted to a school. Such an allocation will provide for meeting the vocational needs in agriculture of students in the larger high schools, and provide for the increased enrollment as schools are consolidated.

School administrators interested in a second teacher of Vocational Agriculture in a given school should make application to the State Supervisor of Agricultural Education, Raleigh, North Carolina.

WHOM DOES THE TEACHER OF VOCATIONAL AGRICULTURE TEACH

The Smith-Hughes Law states very clearly that funds for Vocational Agriculture are made available to teach *present* and *prospective* farmers. ¹"The chief purpose of Vocational Agriculture is to assist in the development of a program of organized, systematic instruction designed to meet the needs of persons fourteen years of age who have entered upon or who are preparing to enter the occupation of farming." North Carolina school administrators subscribe to that principle. It is quite evident, then, that students in Vocational Agriculture come from two separate and distinct sources, namely: (1) the farmers in the community, either young, or adult, which is designated as the "out-of-school group," and (2) the high school enrollment, which has been called the "in-school group." Too much emphasis cannot be placed upon this fact: *The teacher of Vocational Agriculture has a responsibility for providing organized instruction for the out-of-school group equally as great as his responsibility for teaching high school students.* Such emphasis is placed first in the statement of policies by the U. S. Office of Education.

High school students, at best, are only prospective farmers. They may, or may not, enter into farming and seek for establishment therein, after leaving school. On the other hand, every community has a large and growing number of young men who are actively engaged in farming as a life work, and a still larger group of adult farmers who make a living from the land. These are the *present* farmers. All are in need of further training and specific assistance in meeting the complex problems of every day living in the changing field of agriculture.

Where Does the Teacher of Vocational Agriculture Teach

To attain the objectives set up for vocational agriculture, organized classroom and shop instruction, field trips and laboratory experiences are necessary. An adequate follow-up of the organized instruction with individual instruction on the home farms of all students is essential.

In order to develop an effective supervised farming program on the student's home farm, instruction and assistance should be provided all students on all of their major farming activities. Such a program of follow-up instruction requires adequate travel provision and time for the teacher of Vocational Agriculture to

¹ Administration of Vocational Education, U. S. Office of Education, Washington, D. C.

visit his students, not only during the usual nine-month's school term but also during the summer months when many of the student's major farm problems occur. The teacher has not completed the instruction until the learner under supervision has applied on the farm the practices planned in the classroom.

THE PROGRAM OF INSTRUCTION

Vocational Education in Agriculture achieves its aims through systematic instruction with organized groups. These groups include those boys enrolled in the local high school who are interested in farming and who have home farm facilities for carrying on a satisfactory supervised farming program; young farmers who have graduated or dropped out of school and desire further instruction as an aid to becoming established in farming on a sound basis; and adult farmers who have already become established in farming but desire instruction which will enable them to improve their farm business and family living. The local program of agricultural education should be broad enough to meet the agricultural training needs of these groups.

The interests and needs of the three groups mentioned above vary. Therefore, the instructional program, if it is to be functional, should vary. One of the important responsibilities of the teacher of Vocational Agriculture is to collect general and factual information concerning the interests and needs of these groups, analyze this information, and then work with each group in formulating a program of instruction which will best develop the needed abilities.

Training for proficiency in farming requires a continuous program of systematic instruction. The problems confronting the young farmer after he has been graduated from high school and when he is becoming established in farming are different from those confronting the in-school student. The adult farmer, who has already become established in farming, is confronted with somewhat different problems than the young farmer. Agricultural research is constantly revealing new and better ways of farming which the Vocational Agriculture teacher is obligated to include in his instructional programs if proficiency in farming is maintained. The local department of vocational agriculture provides systematic instruction for all these groups in order that any individual may obtain instruction which will help him solve his particular problems, and further, because Federal funds are appropriated specifically for this purpose.

An important and essential part of the instructional program with all groups is individual instruction given on the home farm of the student. Vocational training requires "learning by doing." Although some "learning by doing" takes place in the classroom, shop, and on field trips, most of this kind of learning takes place on the home farm. Such learning can be accomplished most effectively through a program of supervised farming. In planning instructional programs ample provisions should be made for giving instruction on the farm.

Recognizing the varying interests and needs of farm boys, young farmers and adult farmers, an instructional program for the three groups is organized as follows:

1. All-day (in-school boys).

Vocational education in agriculture is an integral part of the high school curriculum. It is organized on a vocational level and is available to those high school boys who desire training which will lead toward establishment in farming. The nature of this kind of instruction is such that much of the time should be spent in laboratory, shop, and field work. Some of the class sessions each week should be of sufficient length to provide for "learning by doing."

Students enrolled in agricultural classes are required to plan and conduct a supervised farming program as a definite part of their agricultural training. Classroom instruction is closely correlated with the supervised farming programs of the individuals enrolled. It is very desirable that these farming programs show comprehensive planning, continuation, growth, and increase in scope as the student advances from grade to grade.

2. Young Farmer (out-of-school group).

Training for proficiency in farming extends beyond the high school curriculum. During the period immediately following graduation from high school, young farmers are confronted with many real problems in becoming established in farming. An instructional program is needed to help young farmers solve these problems.

The course for young farmers is carefully planned, with the content based on the problems confronting them. In addition to classroom instruction, a very important phase of the young farmer's training is on-the-farm instruction.

It is on the farm that the teacher has the best opportunity to follow up classroom instruction and to apply new skills and understanding. On-the-farm instruction is necessary to assure proper application of new farm practices.

3. Adult Farmer (out-of-school group).

Organized instruction is needed for those already established in farming. Farming is not a "static" business and there has been no period in the history of our country when it has been less "static" than it is today. A knowledge of economic conditions throughout the world, of government programs, and of new discoveries in production and marketing are all important in making decisions affecting the farm business. Farmers are seeking information to help them solve these problems. Teachers of agriculture plan a program of organized instruction which meets the needs of this group.

In organizing these classes, consideration should be given to the interests and needs of the groups. Generally, the problems of this group are somewhat different from those of high school boys or young farmers. A careful analysis of the problems of adult farmers is essential in planning instruction. Definite improved practices are planned for individual farms and on-the-farm instruction given in carrying out these practices. This instruction requires home farm visits.

TIME REQUIREMENT FOR ALL-DAY, YOUNG FARMER AND ADULT FARMER CLASSES

A complete program of systematic instruction in agriculture should provide adequate instructional time to meet the needs of the groups being served. In planning a schedule to meet the time requirements for group instruction, consideration should be given to the time needed for individual on-the-farm instruction, which is a definite part of the systematic instruction. The following minimum requirements should be provided:

1. *All-day Classes* (in-school group).

- a. Group instruction—The length of the course should be four years, with not less than 180 hours nor more than 270 hours of group instruction per year, depending upon the plan for daily sessions adopted by the school.

- b. Each student taking Vocational Agriculture is required to conduct a supervised farming program. The teacher's schedule of organized classes should be arranged so that ample time is available for visiting students on their farms for the purpose of giving on-the-farm instruction.

The daily sessions shall conform to one of the following plans:

- (1) *Plan A*—Two consecutive 45-minute periods of instruction per day, five days per week, for each class.
- (2) *Plan B*—Two consecutive 60-minute periods of instruction two days per week, and one 60-minute period three days per week for each class.
- (3) *Plan C*—Sixty minutes of instruction per day, five days per week, for each class, provided that the actual class time is not less than 57 minutes per class and provided further that there is in operation a program of systematic group instruction for out-of-school young farmers and/or for adult farmers for not less than a total of 72 clock hours during the school year.

2. *Young Farmer Classes* (out-of-school group).

- a. The course for young farmers should consist of *not less than 20 hours* of organized instruction per year. Instruction in young farmer classes may continue until they are well established in farming.
- b. Class sessions should not be more than two hours in length. However, shop sessions should be two or more hours in length, not to exceed three hours.
- c. Sessions should be distributed throughout the year to meet the seasonal needs of the group.
- d. Sufficient teacher time should be provided for following up organized class instruction with on-the-farm instruction to assure maximum application of practices taught.

3. *Adult Farmer Classes* (out of school group).

- a. The course for adult farmers should consist of not less than 20 hours of organized instruction per year. Instruction may continue as long as students live and farm in the school patronage area.

- b. Class sessions should not be more than two hours in length. However, shop sessions should be two or more hours in length not to exceed three hours.
- c. Sessions should be distributed throughout the year to meet the needs of the group.
- d. Sufficient teacher time should be provided for following up organized class instruction with on-the-farm instruction to assure maximum application of practices taught.

THE RESPONSIBILITY OF THE LOCAL ADMINISTRATIVE UNIT TO PROVIDE BUILDINGS, EQUIPMENT, SUPPLIES, TEACHING AIDS, ETC.

Before a teacher of Vocational Agriculture is allotted to a school, the county and/or other local administrative unit agrees to provide from local funds the following:

1. A building to provide satisfactory space for a classroom, other service rooms, including an office for the teacher, and a shop.
2. Adequate equipment, including classroom facilities and furniture, and shop equipment.
3. Necessary supplies, teaching aids and a reference library.

Building.

At the present time there are three recommended floor plans for an approved agriculture building. Copies may be secured through the State Supervisor of Agricultural Education, State Department of Public Instruction, Raleigh, N. C., or the Director of Schoolhouse Planning and Surveys, State Department of Public Instruction, Raleigh, N. C.

THE FUTURE FARMERS OF AMERICA AND NEW FARMERS OF AMERICA

Since it is a definite responsibility of the teacher of Vocational Agriculture to promote, organize and supervise the local chapter of the Future Farmers of America, a somewhat detailed explanation of this organization, what it is and what it does, is a logical part of this handbook.

The Future Farmers of America organization, or the FFA as it is commonly known, is the national organization of, by,

and for boys studying Vocational Agriculture in public secondary schools under the provisions of the National Vocational Education Acts. Its counterpart in Negro departments of Vocational Agriculture is the national organization of New Farmers of America, or the NFA which is similar for the most part to the FFA. The statements that follow concerning F.F.A. also are true for N.F.A.

As an integral part of the program of Vocational Education in Agriculture in the public school system of America, the FFA has become well known. No national student organization enjoys greater freedom of self-government under adult counsel and guidance. Organized in 1928, it has served to motivate and vitalize the systematic instruction offered to students of Vocational Agriculture and to provide further training in farmer-citizenship.

The FFA Is An Intra-Curricular Activity

The FFA is an intra-curricular activity having its origin and root in a definite part of the school curriculum—Vocational Agriculture. Among other things, members learn through active participation how to conduct and take part in a public meeting; to speak in public; to buy and sell cooperatively; to solve their own problems; finance their farming operations; and to assume civic responsibility. The foundation upon which the organization is built includes leadership and character development, sportsmanship, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

Aim and Purpose of the FFA

The primary aim of the FFA is the development of agricultural leadership, cooperation and citizenship. The specific purposes for which it was formed are as follows:

1. To develop competent, aggressive rural and agricultural leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of farm boys and young men in themselves and in their work.
4. To create more interest in the intelligent choice of farming occupations.
5. To encourage members in the development of individual farming programs, and establishment in farming.

6. To encourage members to improve the farm home and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational facilities.

How the FFA Operates

The F.F.A. is composed of chartered state associations which, in turn, are made up of local chapters situated in high schools having departments of Vocational Agriculture. The boys enrolled in these departments constitute its active membership, but provision is made, also, for associate and honorary members.

Membership is entirely voluntary, but there is an F.F.A. chapter in every department of Vocational Agriculture in North Carolina with a membership of 23,000. The national membership is over 200,000.

Officers and Advisers

Boy officers for each unit of the F.F.A.—local, State, and national—are elected annually. Each of these units meet at specified times. Teachers of Vocational Agriculture serve as local chapter advisers and State supervisors of Agricultural Education serve as state advisers.

Degrees of Membership

There are four grades or degrees of active membership—"Green Hand," "Chapter Farmer," "State Farmer" and "American Farmer." These grades of membership are contingent upon definite accomplishment in connection with the Vocational Agriculture program of the school. Local chapters determine the individual's advancement in the first two grades of membership, the State association determines the third degree, and the National organization wards the fourth degree. Specific levels of attainment with respect to farming, earnings, investments, leadership, and scholarship are set up for each degree.

FFA Activities

Programs of work participated in by all members are set up annually by every chapter, State association, and the National organization. These programs are built on the needs of the individual and the community. The items included are guide posts pointing the way. A program indicates the direction and the course to follow in order to reach definite goals, and there is a relationship among local, State and National programs.

All F.F.A. activities are boy-initiated and boy-directed. Results attained, therefore, are due to farmer-training objectives set up and carried out by the boys themselves. Cooperation, group thinking and purposeful action are displayed in all programs of work.

The FFA Supplements and Complements Vocational Agriculture

The F.F.A. was and is designed to supplement training opportunities for boys who are progressing toward the goal of establishment in a farming business. Through its activities the cooperative spirit is fostered and individual talent is discovered and developed. Here is the school of experience in the art of working together for a common good. Members have a splendid opportunity to learn how to deal effectively with themselves as well as with others. The organization embodies the fundamentals of a true democracy. Each member has a voice in setting up policies and making rules and regulations by which he is governed. Each member also has individual responsibility resting on his shoulders, but team work is essential to lasting accomplishment.

F.F.A. chapters engage in a variety of training activities on a competitive basis. The teacher of Vocational Agriculture and his students should be allowed sufficient time to participate fully in the total F.F.A. program.

EMERGENCY PROGRAMS

For many years the public schools of America have been called upon to render aid in times of great national or local emergency. This has been especially true for the period just preceding World War II, for the duration of the war, and in the years which followed the close of hostilities.

Due to its strategic position in the vocational field, Vocational Agriculture was assigned an important training and rehabili-

tation role in this critical period of our history. How ably it carried out this responsibility is a matter of public record.

Food Production and War Training courses were organized in every department of Vocational Agriculture in North Carolina. Farmers were taught how to increase production of such critical commodities as meat, milk, eggs, grains, and fibers. In the farm shops of the agriculture departments, farmers were taught how to repair their woefully short farm machinery. Under the supervision of teachers of Vocational Agriculture, school-community canneries were built and operated all over the State, and rural people were given instruction in the production and conservation of food.

Through these war training courses, our people and our allies were better fed, and farm machinery, which could not be replaced because basic materials went into the construction of guns and tanks, was kept rolling to cultivate and harvest our crops.

The story of Vocational Agriculture and its splendid contribution to the war effort has been told again and again. It is one of the many bright pictures of cooperation and patriotic service that came out of the drab war years.

At the end of the war, the *Veterans Farmer Training Program* came into existence. The Federal Government again turned very naturally to the public schools and this tremendous undertaking was centered in our Vocational Agriculture departments with the teachers as local supervisors and administrators.

This program is still in operation, and it will continue for several years. As this is written, in mid-summer, 1950, more than 60,000 young North Carolina men have graduated from the program, or are currently enrolled. When the complete story of the Veterans program is written, it will be one of the brightest pages in the history of North Carolina farming.

The teacher of Vocational Agriculture has a very definite responsibility in these emergency programs, along agricultural lines, as long as they are located in the public school system.

PROFESSIONAL IMPROVEMENT

Farming methods are constantly changing; practices of today may be discarded for new improved practices tomorrow. New and better ways of farming are being developed each year as a result of agricultural research. Improved teaching tech-

niques are being developed by teacher training departments. In-service teachers of agriculture, in order to keep informed on these improved practices and methods, should:

1. Attend summer school frequently for 4 to 6 weeks.
2. Attend workshops and short courses arranged for in-service teachers.
3. Attend annual conference for teachers of agriculture.
4. Attend and participate in group meetings of teachers of agriculture.
5. Attend local, county, district and state N.C.E.A. meetings.
6. Keep informed relative to new services in the field of agriculture by visiting the N. C. Experiment Stations, private farms doing special breeding work, and outstanding farmers.
7. Study professional and technical publications distributed by State and Federal agencies and periodicals dealing with educational and technical agriculture problems.

SUMMER ACTIVITIES OF A TEACHER OF VOCATIONAL AGRICULTURE

The teacher of Vocational Agriculture is employed on a full-time basis for twelve months of the year. His work does not end at the close of the nine months school term. He has definite and specific duties to perform during the summer months. Some of these duties are listed below:

1. Supervises farming program of all students pursuing courses in Vocational Agriculture, visiting each student as often as necessary to:
 - a. Check progress of work.
 - b. Teach student on the job.
 - c. Encourage student in his work and promote a practical program of education on a doing level.
2. Visits prospective students to acquaint boys and parents with the program of education in Vocational Agriculture and to secure first hand information relative to the prospective students' home situation.
3. Revises course of study in the light of the needs of the community, keeping in mind new developments in the rapidly changing field of agriculture and the current situation relative to price trends, outlook, etc.

4. Prepares a program of work, teaching plans, and lesson plans for all groups in organized instruction.
5. Develops a good reference library by checking all reference material to discard out of date books, bulletins, etc., and by adding new material.
6. Checks and revises filing system to make readily available all useful information.
7. Prepares or secures new teaching material including equipment. Gives special attention to visual aids.
8. Checks and repairs all shop equipment and sees that hand tools are in good condition and properly racked and stored.
9. Holds Future Farmer meetings, including training schools.
10. Takes F.F.A. members for a week's trip to one of the F.F.A. camps.
11. Takes chapter delegates to State F.F.A. convention.
12. Conducts educational tours for high school students and for young and adult farmers to observe supervised farming programs, to study results of experiments and to learn about farming practices and conditions in other sections.
13. Works with local farmer and civic organizations and other groups in the furtherance and betterment of agriculture in the community.
14. Supervises the community cannery program in communities where school community canning plants exist.
15. Supervises the Veterans Farmer Training Program and develops plans for its most effective operation.
16. Follows up the program developed by out-of-school class members.
17. Where needed, keeps the farm shop open and carefully supervises it one day per week for the benefit of class members.
18. Carries out demonstrations with local farmers and high school students who are enrolled in organized classes for the purpose of establishing improved community farm practices.
19. Holds regular class meetings of young farmer group and adult group.
20. Develops and uses some means of evaluating the work of out-of-school class members.

21. Attends and participates in the annual State conference of the teachers of Vocational Agriculture.
22. Attends regular monthly group meetings for the purpose of discussing pertinent problems and developing group programs.
23. Visits other departments of Vocational Agriculture to discover usable ideas.
24. Keeps abreast of new developments in agriculture by reading professional and technical books, magazines and bulletins.
25. Attends and participates in workshops and professional meetings arranged by the State Department of Public Instruction and School of Education at State College.
26. Cooperates with other agricultural agencies in developing a well rounded agricultural program.
27. Prepares timely news articles relative to the program of Vocational Agriculture in the community.
28. Prepares all reports required by local and State school authorities.
29. Takes worthwhile vacation.

SUMMARY AND CONCLUSIONS

The general aims and objectives of a program of Vocational Agriculture supports the general objectives and philosophy of the whole public school program.

More specifically, Vocational Agriculture is concerned with a fourth aim of education, namely: "To train *present* and *prospective* workers for proficiency in their respective fields."

To attain this fourth aim of education, workers in Vocational Agriculture have the responsibility of offering organized systematic instruction in agriculture in all of its phases to three distinct groups of students in a given school area. These are: Young men who have left school and are engaged in farming in the community; adult farmers in the school, already established in farming, who feel the need for continued instruction; and high school students, which make up the "in-school group," the *prospective farmers of tomorrow*. The two former classes of students compose the "out-of-school group," the *present farmers*. The teacher of Vocational Agriculture has a joint and equal responsibility for teaching both the out-of-school group and the in-school group.

Much of the teaching in a department of Vocational Agriculture is on a "doing level"—in the classroom, in the school farm shop, and on the home farms of all students enrolled. In this respect, it may differ from the classroom teaching of some of the other high school subjects.

The nature of the work of a teacher of Vocational Agriculture requires that a part of it be done away from the school. For this reason, it is urged that instruction for the in-school group be scheduled at the beginning of the school day to allow sufficient time for necessary activities outside of the school.

The financial burden of teaching Vocational Agriculture is a partnership affair between the State and Federal government on the one hand, and the local county or community on the other hand. In addition, the county, or other local unit, furnishes buildings, equipment, teaching supplies, and a travel allowance for the teacher.

Teachers are allotted, under certain restrictions as to enrollment, wherever a vocational job is to be done. Under some circumstances, more than one teacher may be allotted to a school. Since teachers of Vocational Agriculture are strictly county or local employees, they are employed by the same officials that employ all other teachers. They are approved by the Division of Vocational Education, State Department of Public Instruction.

School administrators are offered a choice of three plans for meeting the time requirement for the in-school group. This is one of the three instances where the use of Federal funds is contingent upon meeting a definite Federal requirement. The other two are: (a) Each student enrolled must carry a supervised farming program, and (b) the teacher must work within his own field or his salary will be prorated. Both are fundamentally sound in a vocational program.

The teacher of Vocational Agriculture has a responsibility to organize and supervise a local chapter of the Future Farmers of America or New Farmers of America. These national organizations of farm boys who are studying Vocational Agriculture, with associations in every state, has done much to motivate and vitalize the instruction offered. Their value as a training device cannot be overlooked.

The public schools have always played an important part in times of national emergency. Vocational Agriculture, as a part of the public school program, accepted responsibility for teach-

ing farmers how to increase food production, to conserve food in school-community canneries, and to repair and maintain farm equipment and machinery—all as a part of the war effort. Currently, it is engaged in another vast training program to assist young veterans in becoming established in farming. Ultimately, upwards of 75,000 young men in North Carolina will be reached by this program. The teacher of Vocational Agriculture has a vital role in this program.

The teacher of Vocational Agriculture should maintain good relationships with his associates, with all school officials, with other agricultural agencies, and with civic organizations. He should accept civic responsibilities because he is a part of the community. He should have the time to devote to and possess the initiative to grow professionally.

The teacher of Vocational Agriculture is employed for the entire calendar year, and his work does not end with the close of school at the end of the nine months term.

If a complete program of Vocational Agriculture is to provide an opportunity for a thorough job and attain the objectives which have been set for it, the teacher should be employed to teach agriculture only. The busy teacher, completely occupied in his own field, and keenly aware of his varied responsibilities, will not have the time to devote to many of the things sometimes required of other members of school faculties. School administrators are urged to give serious and sympathetic consideration to the job of the teacher of Vocational Agriculture. The program and its teacher can perform a real service in any rural community, but patience and understanding and whole-hearted cooperation are necessary on the part of all people concerned.



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